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ABSTRACT

In spring 1984, a study was conducted of all students who first entered Howard Community College (HCC) in fall 1982, including those students who were still enrolled three semesters after initial entry (N=354) and those who were no longer enrolled (N=1,045). Two survey instruments were developed and distributed, soliciting information about employment, educational goals, college choice, prior educational experience, reasons for leaving the college, and satisfaction with HCC. Study findings, based on a 55% response rate from those currently enrolled and a 33% response rate from those not enrolled, included the following: (1) students' entry goals were clearly related to continuing enrollment, with students whose goal was to earn an associate degree being much more likely to be enrolled three semesters after entry than those with an unspecified goal; (2) students who were 24 years of age and younger were more likely than older respondents to be still enrolled; (3) of the non-enrolled respondents, 97% were satisfied with the quality of HCC, 39% planned to take courses at HCC in the future, and 36% had earned between 7 and 35 credits; and (4) respondents selected HCC because of convenient location, desired program, and low tuition. Survey instruments are included. (EJV)

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HIGHLIGHTS

FOLLOW-UP OF 1982 ENTRANTS

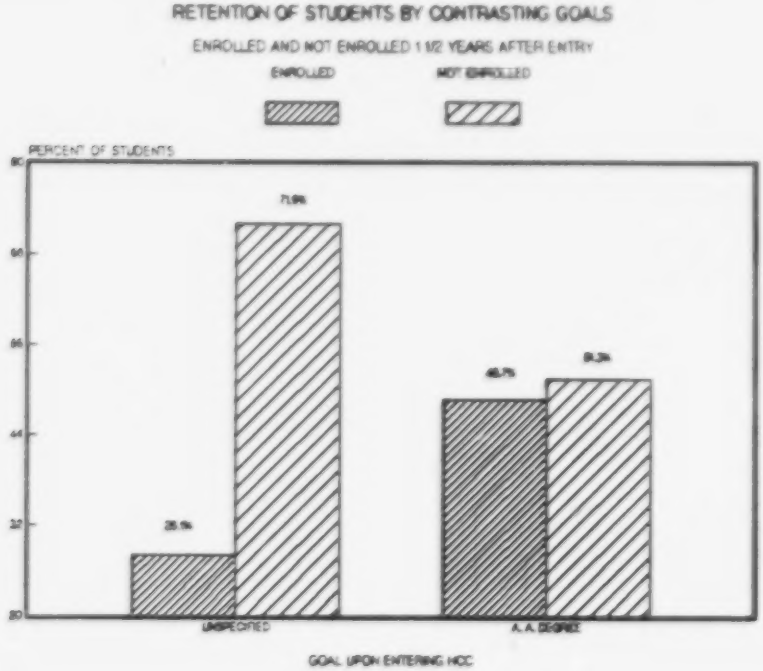
RESEARCH REPORT NUMBER 42

OCTOBER 1985

Office of Institutional Research
Howard Community College
Columbia, Maryland

FOLLOW-UP OF 1982 ENTRANTS
KEY FINDINGS

- Students' entry goals are very important and are clearly related to continuing enrollment.
  - Students whose goal was to earn an AA degree were much more likely to be enrolled 1 1/2 years after entry than those with an unspecified goal.



- Students who were 24 and younger were more likely than older respondents to be enrolled one and a half years after entry.

- Non-enrolled respondents were positive about HCC and many planned to return for future courses.
  97% were satisfied or extremely satisfied with the quality of HCC
  91% were satisfied or extremely satisfied with the quality of instruction
  39% planned to take courses at HCC in the future
  36% had earned between 7 and 35 credits

- Respondents selected HCC because of:
  1) convenient location
  2) desired program
  3) low tuition

Note:
- All respondents entered HCC in Fall 1982.
- "Enrolled" means respondents were enrolled at HCC in Spring 1984 (at the time the survey was made).
- "Not Enrolled" means respondents were not enrolled at HCC in Spring 1984.

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HOWARD COMMUNITY COLLEGE FOLLOW-UP OF 1982 ENTRANTS

CREDITS

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HOWARD COMMUNITY COLLEGE
BRIEF SUMMARY OF RESEARCH

RESEARCH REPORT NUMBER 42

TITLE: Follow-Up of 1982 Entrants

AUTHORS: Susan K. Radcliffe and Virginia E. Novak, Office of Institutional Research

GRAPHICS: Charlotte A. Monroe

PURPOSE: To provide a comprehensive study of all students who first entered Howard Community College in Fall 1982. These entrants fall into two groups - those who were currently enrolled and those who were not currently enrolled as of Spring 1984, three semesters after initial entry.

METHODOLOGY: Two survey instruments (one for currently enrolled, one for not currently enrolled) were developed by members of the Maryland Community College Research Group (MCCRG) and the Maryland State Board for Community Colleges (SBCC). The follow-up study also was a joint effort among the community colleges and the SBCC. Survey questionnaires were sent to all students who first enrolled at HCC in Fall 1982: 354 were currently enrolled as of Spring 1984, and 1,045 were not currently enrolled.

RESPONSE: Howard Community College has had an excellent response on this study. Of the 354 currently enrolled population, 195 responded, giving a response rate of 55 percent. Of the 1,045 not currently enrolled students, 342 responded, giving a response rate of 33 percent before adjusting for those who were unreachable.

FINDINGS: Enrolled and not enrolled respondents differed most remarkably by their goals upon entering the college and by their age. Students whose goal was to earn a certificate or an AA degree were much more likely to be still enrolled than those whose goal was to take a course. Respondents aged 20-24 were more likely to be enrolled than those aged 40-49.

Enrolled and not enrolled respondents also differed by minority status, reason for entering, and program.

Respondents who were not enrolled still had positive attitudes toward HCC. Ninety-seven percent of them (as well as ninety-eight percent of those still enrolled) were satisfied or extremely satisfied with the quality of HCC. Furthermore, 39 percent plan to take courses at HCC in the future.

LIST OF CHARTS

Chart

1. Rate of Response to Survey
2. Reasons for Selecting HCC
3. Retention of Students by Age Group
4. Retention of Students by Age Interval
5. Retention of Students by Minority Status
6. Retention of Students by Goals
7. Reasons for Entering Howard Community College
8. Reasons for Entering and Enrollment Status
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14. Reasons for Not Attending
15. Planning to Take Future Courses at HCC

PART I

INTRODUCTION

I. INTRODUCTION

The Maryland State Board for Community Colleges (SBCC) and the Maryland Community College Research Group (MCCRG) conduct a variety of follow-up studies designed to measure the success of the community colleges in meeting their goals concerning student success. These include follow-up surveys of all community college graduates of certificate and degree programs every other year, six months after graduation. Employers of these graduates are also surveyed. The purpose of these surveys is to evaluate the success of the college in meeting its goals for graduates of its occupational and transfer programs.

During the alternate year, studies of community college entrants are conducted. These studies focus on all students who entered a Maryland community college in a given year. Entrants are usually surveyed three and one-half years later. The purpose of this kind of follow-up is to investigate enrollment patterns among community college students and to follow students' progress. Furthermore, the study provides information concerning retention of students, and evaluation of the assistance provided by the college in meeting students' goals.

In Spring 1984, all students who had entered the college in Fall 1982 were surveyed. This survey was taken one and one-half years after entry (instead of the usual three and one-half years) in order to achieve a better response rate and to provide more timely information. In addition, many students could be expected to be still enrolled at the college.

PART II

METHODOLOGY

II. METHODOLOGY

The 1982 entrants were surveyed in two groups - 1) those who were currently enrolled, i.e., enrolled in Spring 1984 and 2) those who were not then enrolled - in order to compare the two groups and to suggest reasons for the difference in their enrollment status.

Accordingly, two questionnaires were developed by the MCCRC and the SBCC; 354 went to students who were currently enrolled, and 1,045 were delivered to those who were not currently enrolled. The response rate for HCC was 55 percent (195 out of 354) for currently enrolled and 33 percent (342 out of 1,045) for not currently enrolled.

Data from these questionnaires (See VIII in this report), as well as data provided by the HCC Computer Center, were used in this analysis. The data file from the HCC Computer Center provided demographic data and other information such as number of credits earned, reasons for entering, and goals upon entering the college. Data from both sources were analyzed by the Maryland State Board for Community Colleges and by HCC using SPSS (Statistical Package for the Social Sciences).

PART III

FINDINGS

III. FINDINGS

- Students and former students responded well to this survey.
  - Fifty-five percent (195) of enrolled students responded.
  - Thirty-three percent (342) of not enrolled students responded.

These figures compared favorably with the state-wide response of 46 percent of then-enrolled students and 27 percent of those not enrolled.

- Students and former students were well-satisfied with the quality of HCC.
  - Ninety-eight percent of those enrolled were satisified or extremely satisfied.
  - Ninety-seven percent of those not enrolled were satisfied or extremely satisfied.

- Students selected HCC because of:
  - Convenient location (89%),
  - Desired program (45%),
  - Low tuition (42%).

- Enrolled and not enrolled respondents did not differ by:
  - Gender
  - Satisfaction with quality of the college
  - Satisfaction with quality of instruction

- Enrolled and not enrolled respondents did differ by:
  - Age
  - Minority status
  - Goal upon entering
  - Reason for entering
  - Program
  - Degrees previously earned

Specifically, regarding the areas of difference the following should be noted:

- Students aged 24 and younger were more likely than older students to be still enrolled at HCC.

- The age interval with the highest percentage of students (52%) still enrolled (and the only interval with more than 50 percent of students still enrolled) was 20-24.

  The age interval with the lowest percentage still enrolled (22%) was 40-49.

- Minority students were more likely than non-minority students to have ceased enrollment at HCC - 26 percent of minority students were currently enrolled, as compared with 38 percent of non-minority students.

- Students with explicit long-range goals were more likely than others to be still enrolled. The highest percentage of those still enrolled were those whose goal upon entering was to earn a certificate (47%) or an AA degree (49%). Only 28 percent of those with unspecified goals were still enrolled.

- Students whose reason for entering the college was to prepare for transfer were more than twice as likely to be enrolled (51%) as those who were exploring a new occupational area (22%).

- Programs with the highest percentage of respondents still enrolled were:
  Engineering Transfer - 83%
  Nursing - 66%
  Business Administration - 57%
  Electronics Technology - 50%

- Of all who were not currently enrolled, 32 percent had (as the highest educational level completed before entering) at least an AA degree. Twelve percent of the enrolled students had attained that level.

o Most frequent reasons given by those not enrolled for not returning to the college were:

	Percentage of Total Responses	
	Listed as a reason:	Listed as the most important reason:
Educational goal achieved	13%	16%
Courses not available	13%	11%
Conflict between job and studies	12%	11%
Transferred	9%	10%
Insufficient money	8%	8%

o Among those not currently enrolled (and responding to these questions):

- 122 (36%) earned between 7 and 35 credits at HCC
- 134 (39%) plan to take courses at HCC in the future. An additional 144 (42%) are uncertain.
- 111 (32%) had at least an AA degree as the highest educational level completed before entering
- 322 (97%) expressed satisfaction or extreme satisfaction with the quality of the college.
- 304 (91%) expressed satisfaction or extreme satisfaction with the instructional quality.

- Among those still enrolled (and responding to these questions):

  - 120 (66%) rated PT faculty good or excellent
  - 144 (78%) rated FT faculty good or excellent
  - 119 (53%) rated course availability good or excellent
  - 141 (75%) rated helpfulness of administration good or excellent
  - 87 (48%) rated assessment/placement testing good or excellent
  - 184 (96%) expressed satisfaction or extreme satisfaction with the quality of instruction
  - 187 (98%) expressed satisfaction or extreme satisfaction with the quality of the college

- Ninety-six percent of students still enrolled and 91 percent of those not enrolled were Howard County residents.

- For students still enrolled, 35 percent were employed full time and 42 percent were employed part time; for students not enrolled, 54 percent were employed full time and 21 percent were employed part time.

- Both enrolled and not enrolled students assessed the difficulty of HCC courses at similar levels:

	Enrolled	Not Enrolled
Harder than expected	19%	12%
Expected	72%	74%
Easier than expected	9%	14%

PART IV

CONCLUSIONS

IV. CONCLUSIONS

Some students enter HCC to take a course that interests them, to learn whether a course or program might be of interest or benefit to them, to get a certificate for a one-year program, or for various other short-term purposes. Such students should continue to be encouraged to enter the college, though they might not be expected to be enrolled continuously or to earn a degree.

Other students may come to explore possibilities and in that way discover a program suitable for them. Still others may enroll in order to get an AA degree or to prepare for transfer to a four-year college. We should expect a large number of these students to be retained by the college.

The data show that a minority of students enter HCC to get an AA degree or to prepare for transfer; most students, and a wide majority of non-enrolled respondents, had unknown "goals" or simply planned to take courses. Their reasons for entering were unknown or were to explore an academic area. A majority of the entrants were older than traditional-aged college students and many of those not enrolled after one and one-half years were older than 24. About one third of those not enrolled already had at least an AA degree at the time they entered HCC.

The retention rate was better for non-minorities than it was for minorities, and was better for some programs (especially engineering and nursing) than for others.

Both groups (enrolled and not enrolled) rate the quality of HCC, as well as the quality of instruction, highly.

HCC has served and continues to serve the non-enrolled respondents. Thirty-six percent had earned 7 - 35 credits at HCC and 39 percent plan to take courses in the future.

PART V

RECOMMENDATIONS

V. RECOMMENDATIONS

Analysis of the data in this study suggests that the following measures might be taken in order to increase the number of those who are retained by the college:

- Identify and work with entering students whose goals are unknown or who are exploring a particular field.
- Work with minority students to determine and alleviate causes for their lower retention rate.
- Determine whether the college should or could offer additional courses for those who desire courses that are not currently available.
- Observe programs with low retention rates to determine causes.
- Encourage special interest students, i.e., students not in occupational or transfer programs, to continue to take courses in their interest areas.
- Market college programs and courses specifically to former students since many of them plan to take courses at HCC in the future.

PART VI

CHARTS AND HIGHLIGHTS

CHART 1

RATE OF RESPONSE TO SURVEY

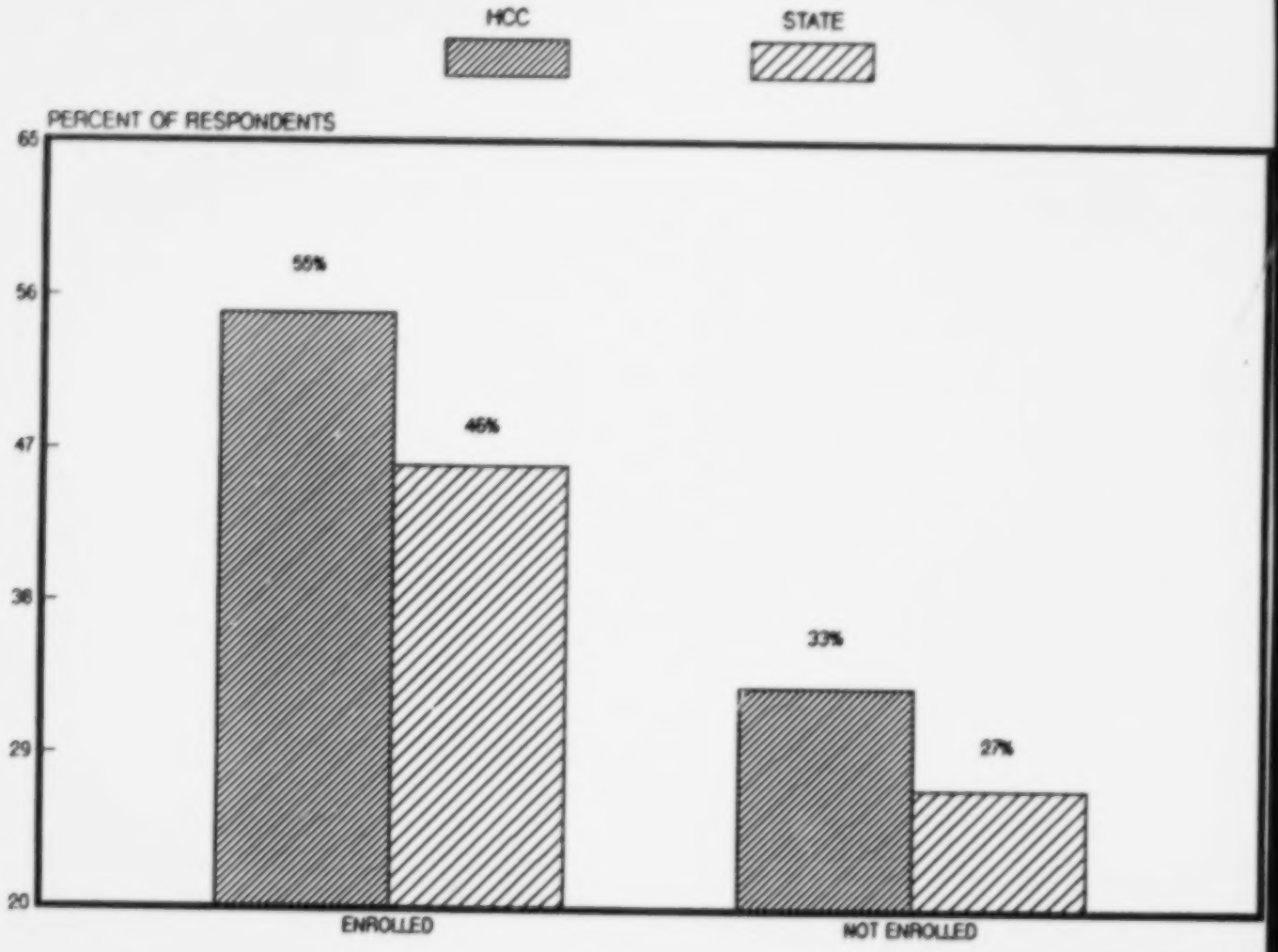
1982 entrants of Howard Community College responded well to this survey. The percentage of both enrolled and not enrolled respondents was higher for HCC than for totals of Maryland's community colleges.

	HCC	STATE
ENROLLED	(195) 55%	46%
NOT ENROLLED	(342) 33%	27%
TOTAL	(537) 38%	

Note:
- All respondents entered HCC in Fall 1982.
- "Enrolled" means respondents were enrolled at HCC in Spring 1984 (at the time the survey was made).
- "Not Enrolled" means respondents were not enrolled at HCC in Spring 1984.

RATE OF RESPONSE TO SURVEY

HOWARD COMMUNITY COLLEGE AND STATE COLLEGES



Follow-Up of 1982 Entrants - Howard Community College October 1985

CHART 2

REASONS FOR SELECTING HCC

The three biggest factors for all respondents' selection of HCC were:

1)	CONVENIENT LOCATION	477	(89%)
2)	ACADEMIC PROGRAM(S)	241	(45%)
3)	LOW TUITION	227	(42%)

(Percentages total more than 100 percent because multiple responses could be made to this question.)

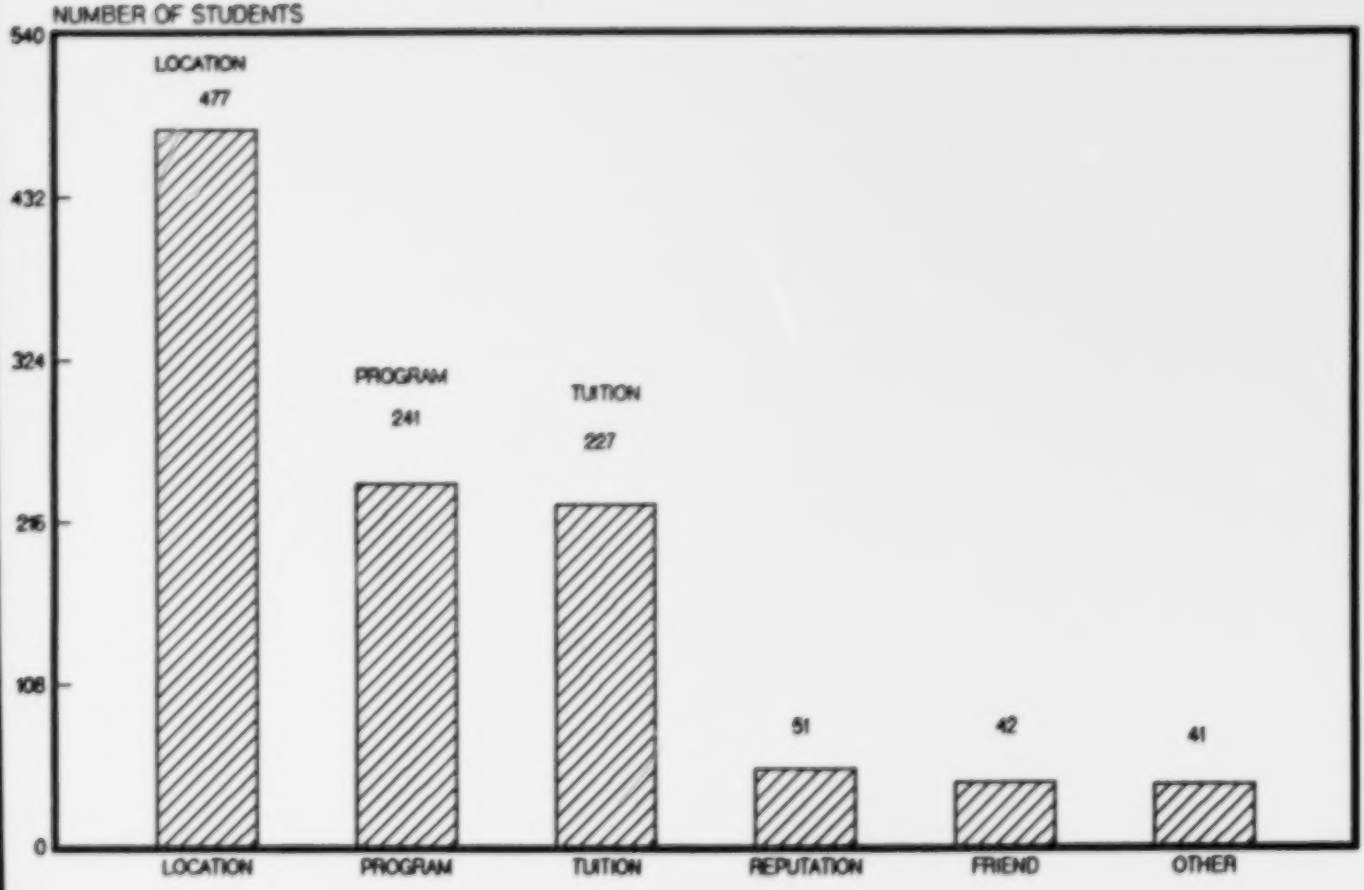
The same three factors were most often cited by enrolled and not enrolled respondents.

No other factor was cited by more than ten percent of the responses.

Note:
- All respondents entered HCC in Fall 1982.
- "Enrolled means respondents were enrolled at HCC in Spring 1984 (at the time the survey was made).
- "Not Enrolled" means respondents were not enrolled at HCC in Spring 1984.

REASONS FOR SELECTING HCC

STUDENTS ENTERING IN 1982



Follow-up of 1982 Entrants - Howard Community College October 1985

CHART 3

RETENTION OF STUDENTS BY AGE GROUP

When respondents are divided into two broad age groups, a marked difference is seen in enrollment status.

In the lower age group (24 and younger), the enrolled and not enrolled students are separated by only six percentage points; however, in the upper age group (25 and older), there is a difference of forty-six percent between enrolled and not enrolled respondents.

AGE GROUP	ENROLLED		NOT ENROLLED	
	No.	%	No.	%
24 AND YOUNGER	119	47%	135	53%
25 AND OLDER	76	27%	207	73%

Note:
- All respondents entered HCC in Fall 1982.
- "Enrolled" means respondents were enrolled at HCC in Spring 1984 (at the time the survey was made).
- "Not Enrolled" means respondents were not enrolled at HCC in Spring 1984.

RETENTION OF STUDENTS BY AGE GROUP

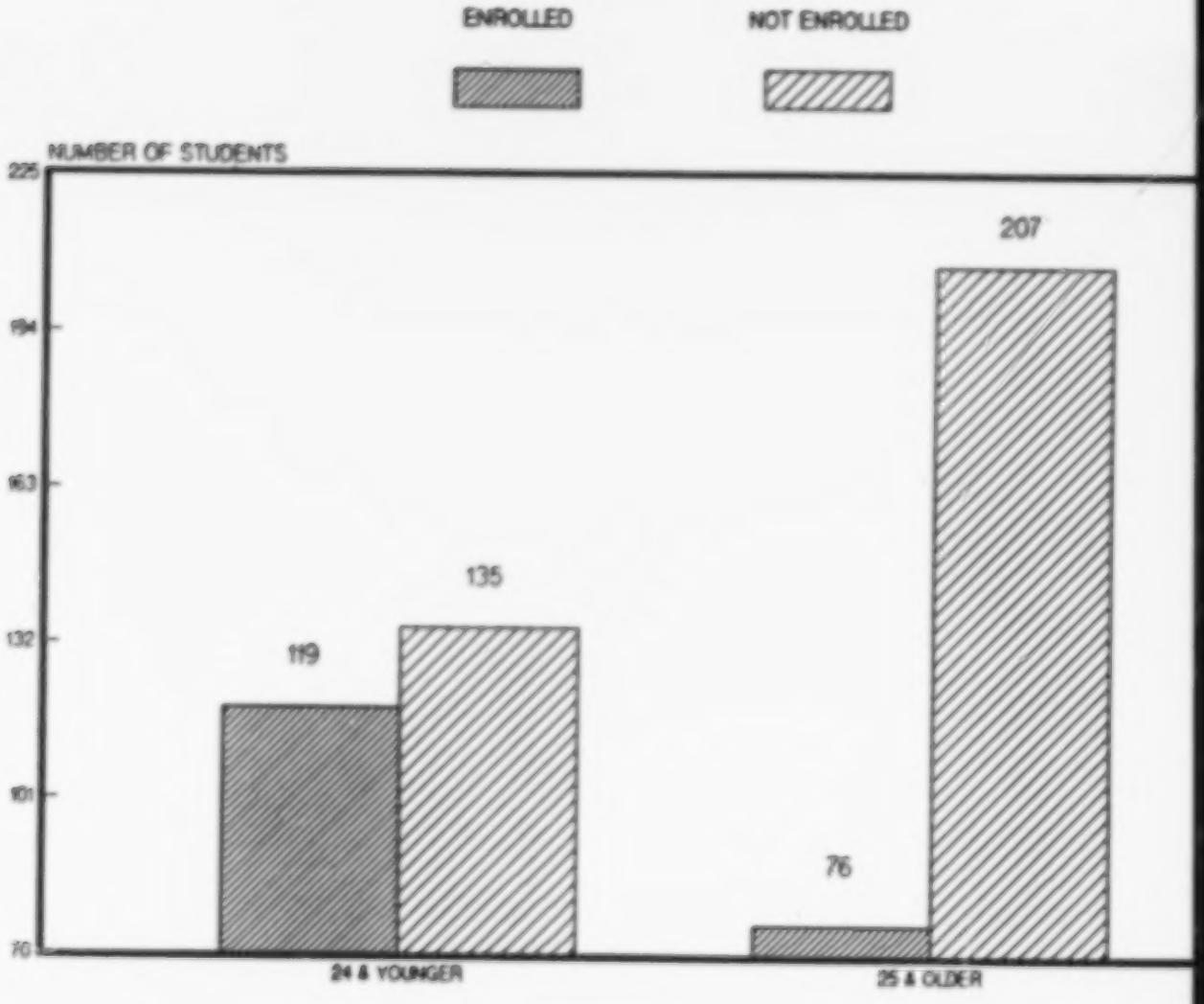


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CHART 4

RETENTION OF STUDENTS BY AGE INTERVAL

The retention rate was highest in the age 20-24 interval. This was, in fact, the only age interval in which the retention rate was over 50 percent.

All other age intervals had a relatively low percentage of respondents still enrolled.

Age 40-49 was the interval with the lowest percentage (22%) still enrolled.

Number of students corresponding to these percentages are:

ENROLLED STUDENTS

AGE INTERVAL	NUMBER	PERCENT
15-19	14	27.5
20-24	105	51.7
25-29	19	30.2
30-39	31	27.0
40-49	15	21.7
50-59	5	26.3
60+	6	35.3

Note: - All respondents entered HCC in Fall 1982.
- "Enrolled" means respondents were enrolled at HCC in Spring 1984 (at the time the survey was made).
- "Not Enrolled" means respondents were not enrolled at HCC in Spring 1984.

RETENTION OF STUDENTS BY AGE INTERVAL

PERCENT ENROLLED 1 1/2 YEARS AFTER ENTRY

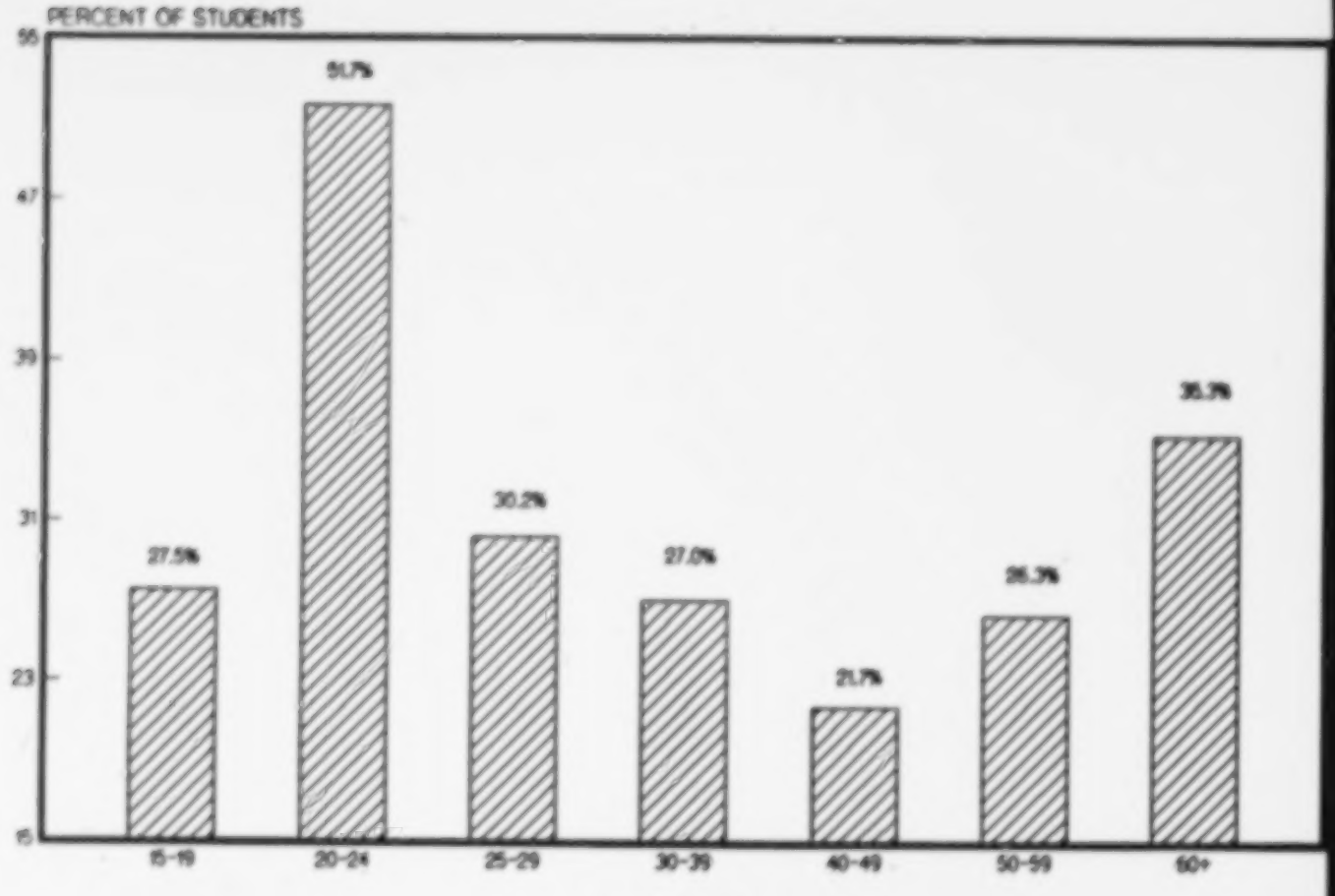

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CHART 5

RETENTION OF STUDENTS BY MINORITY STATUS

Retention was better for non-minority respondents than for minority respondents.

164 (38%) non-minority and 20 (26%) minority students were still enrolled at the time of the survey

Note:
- All respondents entered HCC in Fall 1982.
- "Enrolled" means respondents were enrolled at HCC in Spring 1984 (at the time the survey was made).
- "Not Enrolled" means respondents were not enrolled at HCC in Spring 1984.

RETENTION OF STUDENTS BY MINORITY STATUS

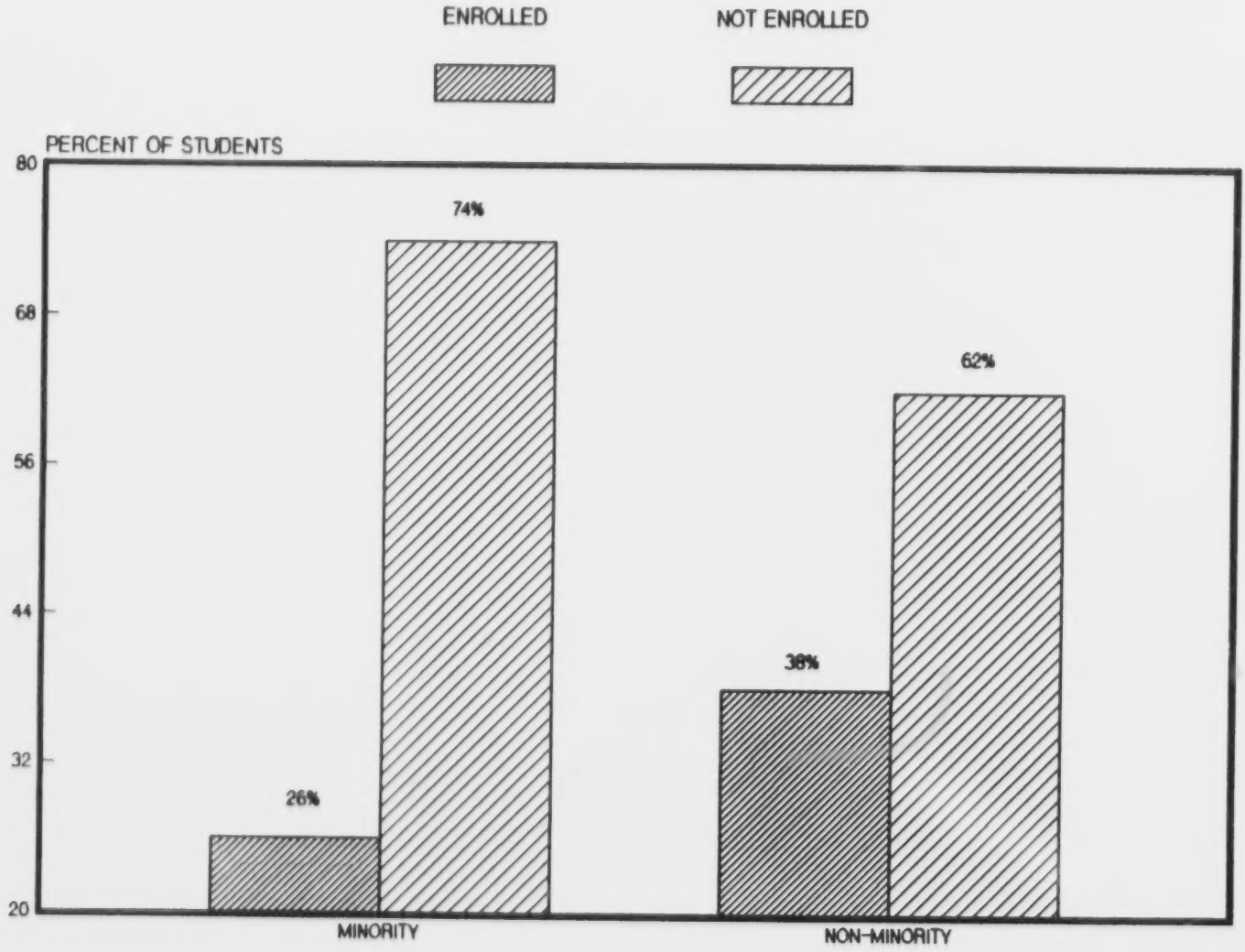

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CHART 6

RETENTION OF STUDENTS BY GOALS

Retention is clearly related to students' goals. Respondents whose goal was to earn an AA degree are nearly twice as likely to be enrolled than those whose goal was unknown at the time of entry.

Upon entering HCC in 1982, students were asked to identify their goals. Those with specific long-range goals were much more likely to be still enrolled after one and one-half years than those whose goal was unknown or who entered simply to "take a course."

The spread between enrolled and not enrolled respondents was less than 3% for those whose goal was to get an AA degree. In contrast, enrolled and not enrolled respondents with no specified goal were separated by nearly 44 percentage points.

GOAL UPON ENTERING HCC	ENROLLED		NOT ENROLLED		TOTAL	% OF TOTAL NO. OF RESPONDENTS
	No.	%	No.	%		
UNKNOWN	61	28%	156	72%	217	40%
TAKE COURSE	34	30%	78	70%	112	21%
CERTIFICATE	42	47%	47	53%	89	17%
A.A.	58	49%	61	51%	119	22%

Note:
- All respondents entered HCC in Fall 1982.
- "Enrolled" means respondents were enrolled at HCC in Spring 1984 (at the time the survey was made).
- "Not Enrolled" means respondents were not enrolled at HCC in Spring 1984.

RETENTION OF STUDENTS BY GOALS

ENROLLED AND NOT ENROLLED 1 1/2 YEARS AFTER ENTRY

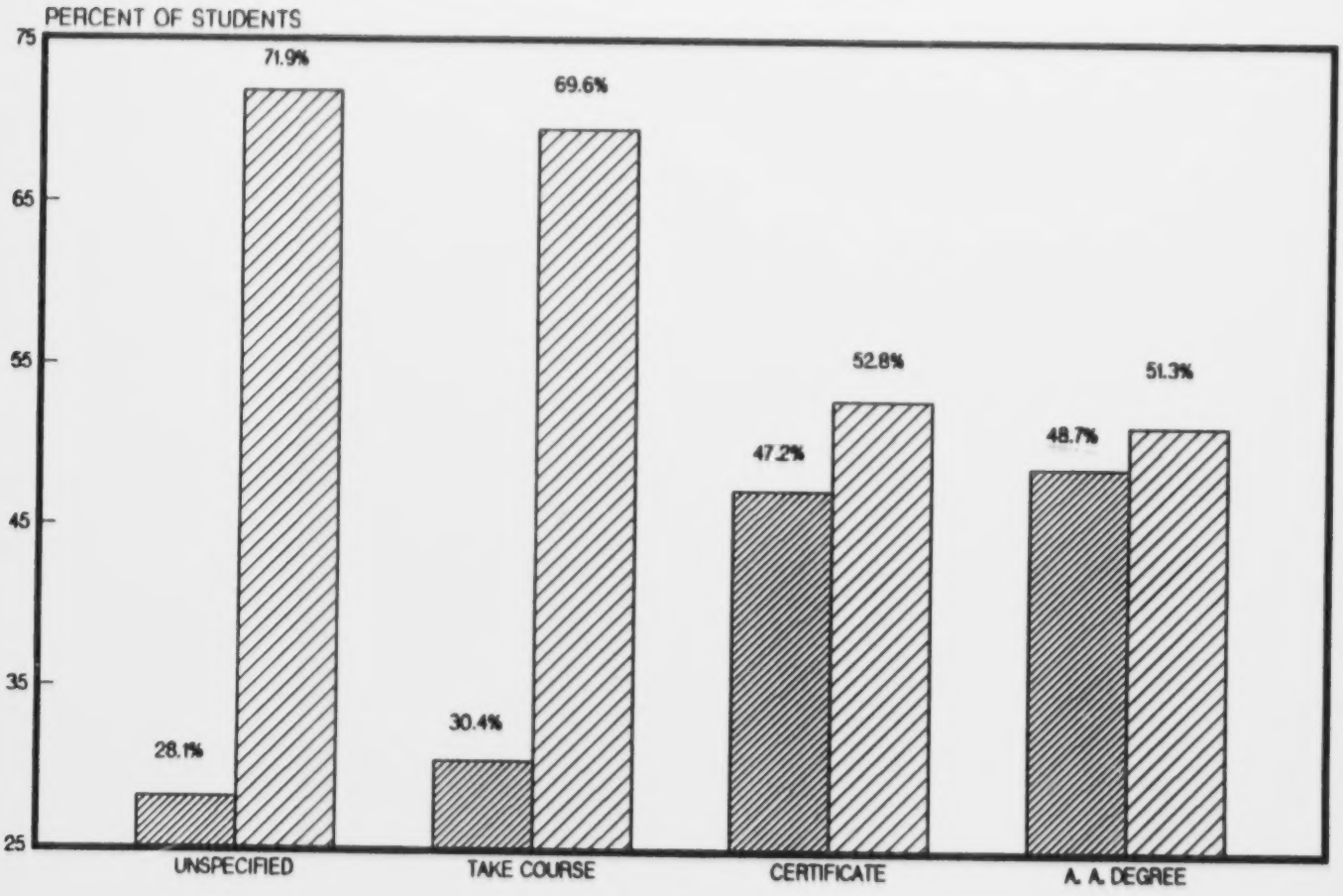

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CHART 7

REASONS FOR ENTERING HOWARD COMMUNITY COLLEGE

In Fall 1982, all students entering HCC were asked their reasons for attending this community college.

The two most common reasons were:

	No.	%
1) TO EXPLORE A NEW AREA	204	38%
2) TO PREPARE FOR TRANSFER TO A FOUR-YEAR INSTITUTION	195	36%

Chart 8 illustrates the distinct difference in enrollment status after one and one-half years between the two groups giving these reasons.

REASONS FOR ENTERING HOWARD COMMUNITY COLLEGE

ALL RESPONDENTS ENTERING IN 1982

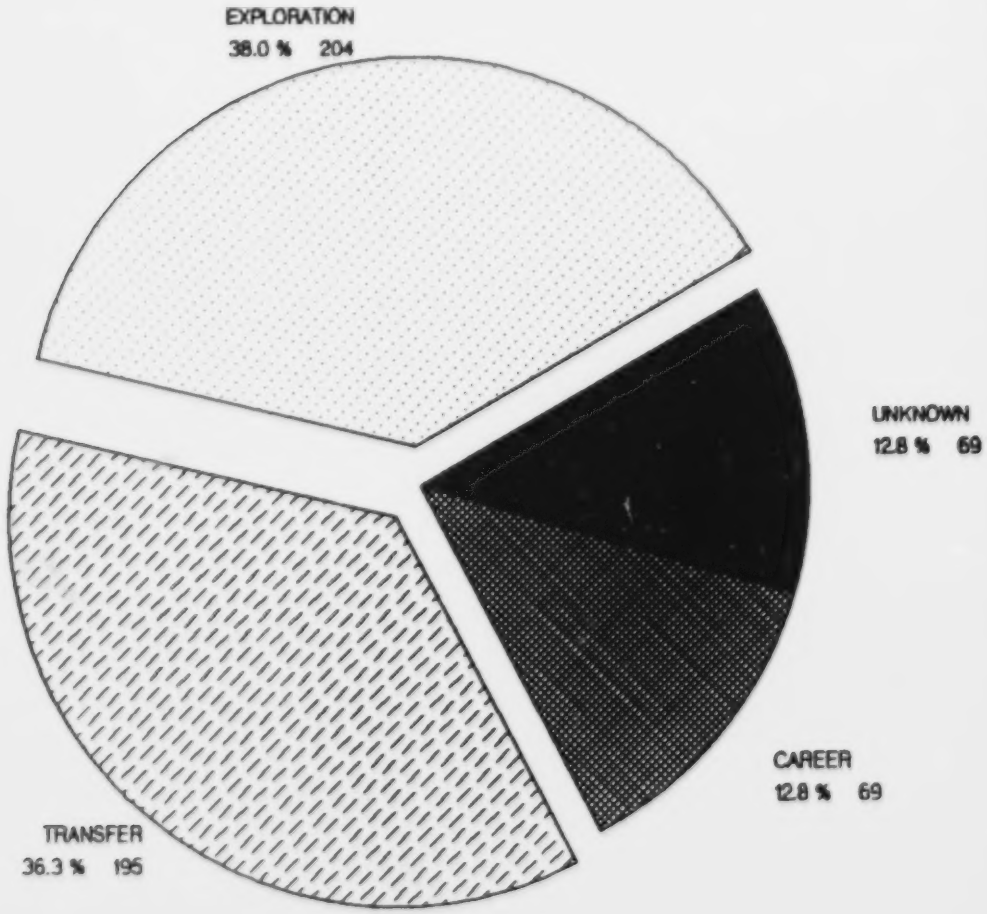

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CHART 8

REASONS FOR ENTERING AND ENROLLMENT STATUS

Students whose reason for entering HCC was to prepare for transfer were more than twice as likely to still be enrolled than those who were exploring a new occupational area.

> 100 (51%) transfer students were still enrolled as contrasted with 44 (22%) of those exploring a new area

The retention rate was low also for those whose reason for entering was to prepare for a career. Twenty (29%) of those students were still enrolled.

Note:
- All respondents entered HCC in Fall 1982.
- "Enrolled" means respondents were enrolled at HCC in Spring 1984 (at the time the survey was made).
- "Not Enrolled" means respondents were not enrolled at HCC in Spring 1984.

REASONS FOR ENTERING AND ENROLLMENT STATUS

ENROLLED AND NOT ENROLLED 1 1/2 YEARS AFTER ENTRY

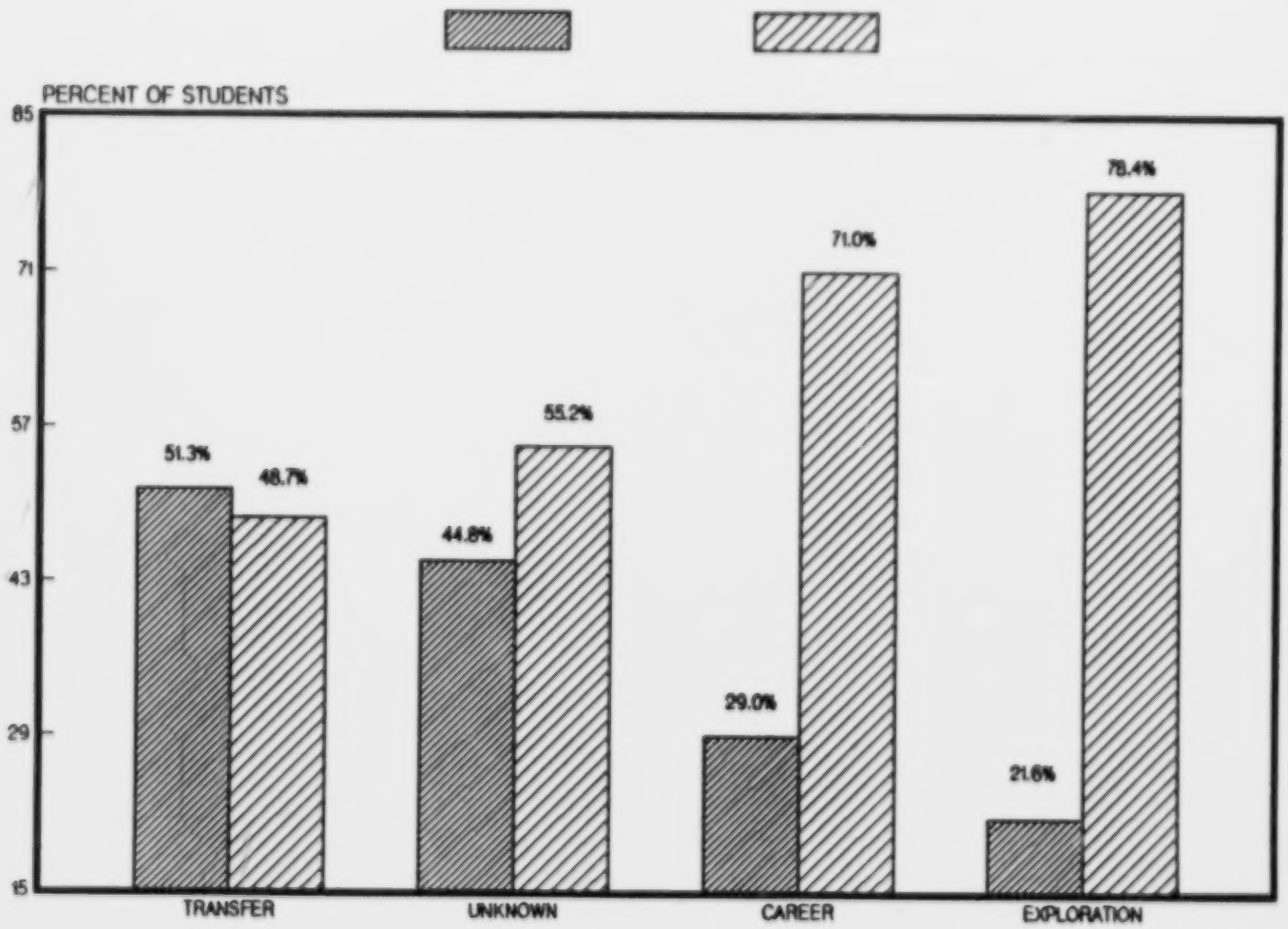

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CHART 9

RATING QUALITY OF INSTRUCTORS AND HCC

Both enrolled and not enrolled respondents showed a high degree of satisfaction with the quality of Howard Community College and with the quality of instruction at the college.

"EXTREMELY SATISFIED" OR "SATISFIED"

	QUALITY OF HCC		QUALITY OF INSTRUCTION	
	Number	Percent	Number	Percent
ENROLLED	187	98%	184	96%
NOT ENROLLED	322	97%	304	91%

Note:
- All respondents entered HCC in Fall 1982.
- "Enrolled" means respondents were enrolled at HCC in Spring 1984 (at the time the survey was made).
- "Not Enrolled" means respondents were not enrolled at HCC in Spring 1984.

RATING QUALITY OF INSTRUCTION AND HCC

"EXTREMELY SATISFIED" or "SATISFIED" RESPONSE

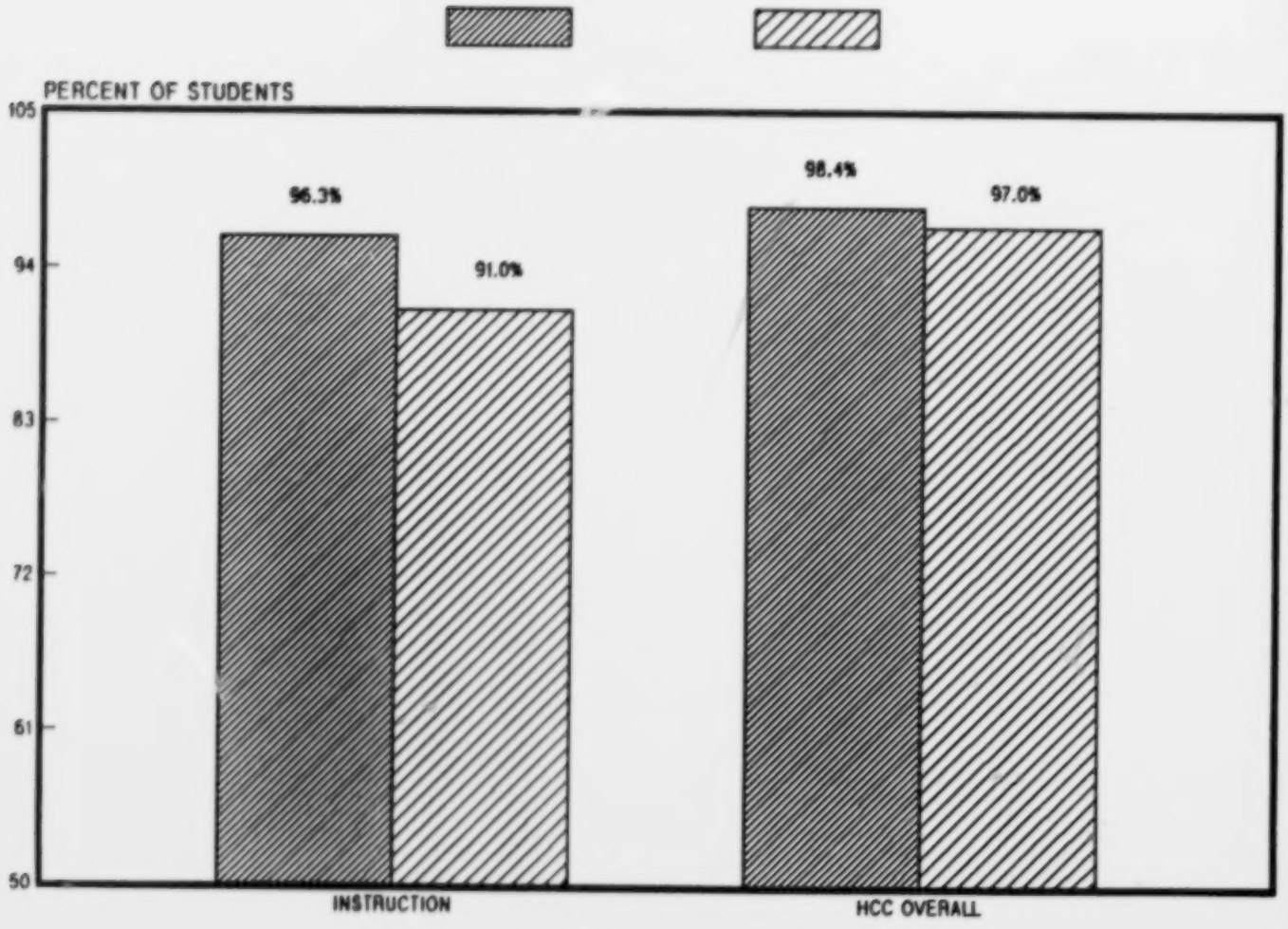

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CHART 10

RETENTION OF STUDENTS BY PROGRAM TYPE

Respondents who were in transfer or occupational programs are about three times as likely to still be enrolled as special students.

STUDENTS CURRENTLY ENROLLED BY PROGRAM TYPE

	# ENROLLED	% ENROLLED
TRANSFER	93	45%
OCCUPATIONAL	82	43%
SPECIAL	20	14%

A lower retention rate would be expected for students who might attend the college to take a particular course of interest.

Note:
- All respondents entered HCC in Fall 1982.
- "Enrolled" means respondents were enrolled at HCC in Spring 1984 (at the time the survey was made).
- "Not Enrolled" means respondents were not enrolled at HCC in Spring 1984.

RETENTION OF STUDENTS - BY PROGRAM TYPE

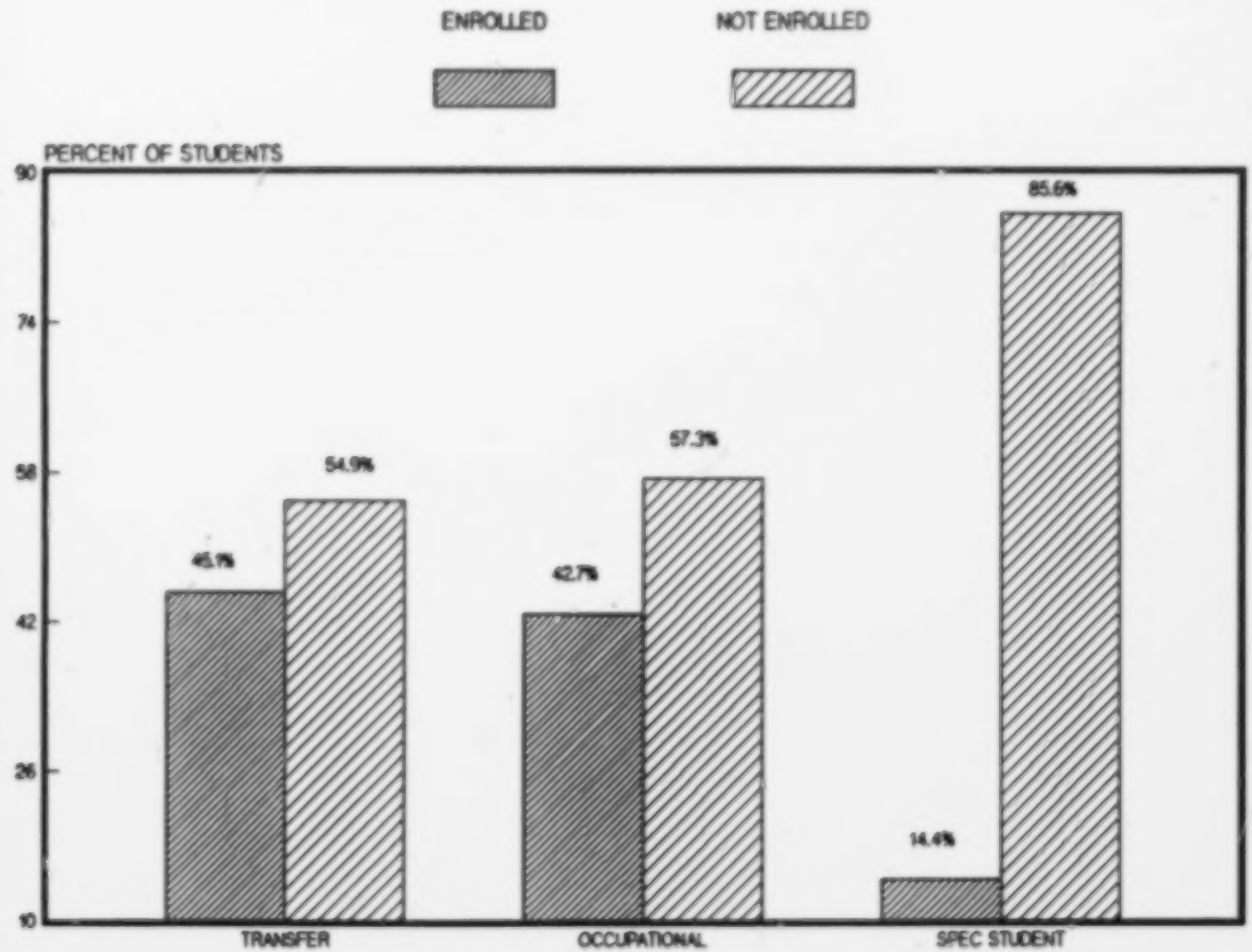

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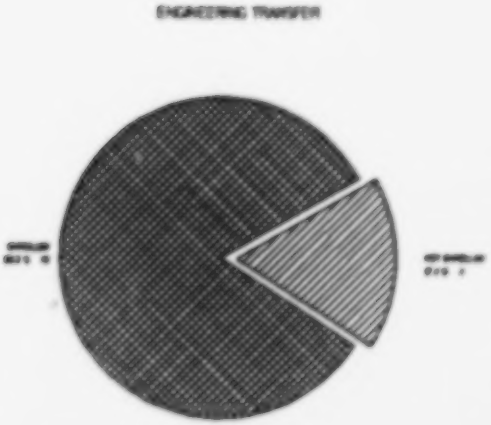
CHART 11

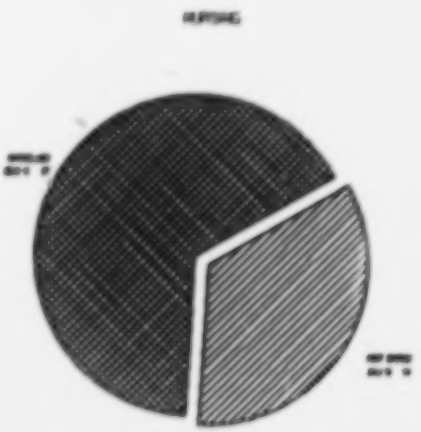
PROGRAMS WITH HIGHEST RETENTION RATE

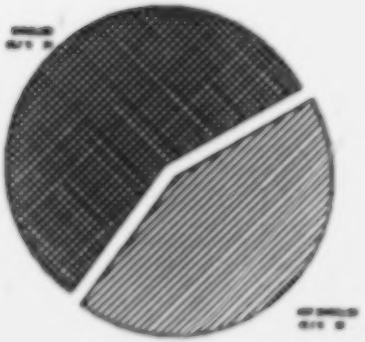
Four programs had retention rates of 50 percent or higher:

	# OF STUDENTS STILL ENROLLED	% OF STUDENTS STILL ENROLLED
1) ENGINEERING TRANSFER	19	83
2) NURSING	27	66
3) BUSINESS ADMINISTRATION	34	57
4) ELECTRONICS TECHNOLOGY	4	50

PROGRAMS WITH HIGHEST RETENTION RATE







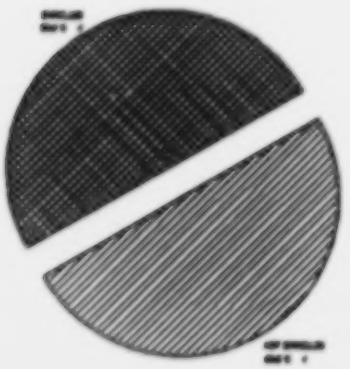


CHART 12

GOOD OR EXCELLENT RATING OF COLLEGE SERVICES

The quality of instruction by full-time faculty and helpfulness of administration/staff were the services given the highest ratings by students still enrolled.

Other services rated "good" or "excellent" by more than 50% of enrolled respondents were: 1) quality of instruction by part-time faculty and 2) course availability.

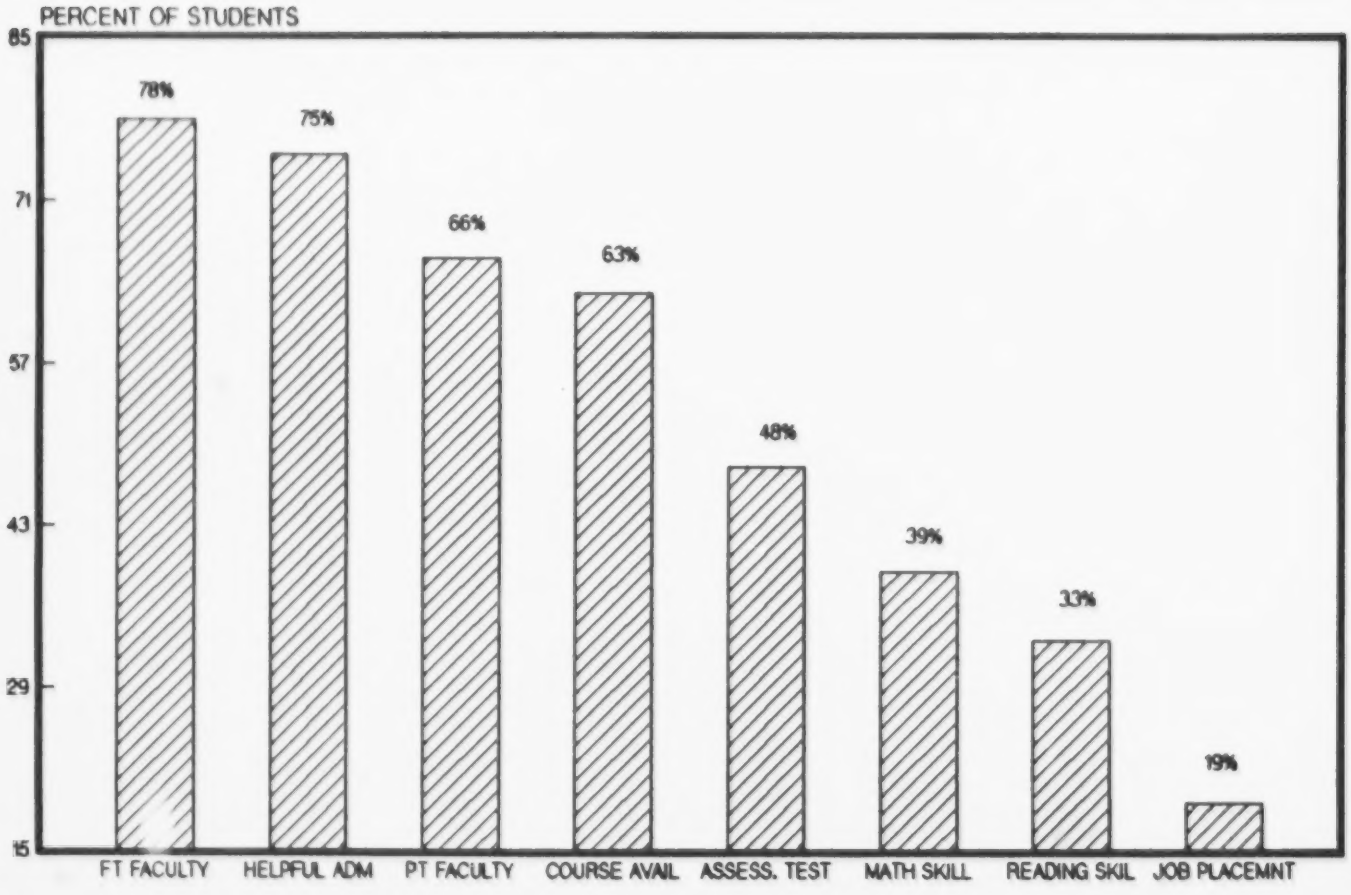
Numbers and percents of enrolled students giving a good or excellent rating for the services listed were as follows:

SERVICE	GOOD OR EXCELLENT RATING #	%
FULL-TIME FACULTY - QUALITY OF INSTRUCTION	144	78%
HELPFULNESS OF ADMINISTRATORS/STAFF	141	75%
PART-TIME FACULTY - QUALITY OF INSTRUCTION	120	66%
COURSE AVAILABILITY	119	63%
ASSESSMENT/PLACEMENT TESTING	87	48%
MATH SKILLS IMPROVEMENT	71	39%
READING SKILLS IMPROVEMENT PROGRAMS	58	33%
JOB PLACEMENT ASSISTANCE	34	19%

Note: Every question did not have the same number of respondents.

GOOD OR EXCELLENT RATING OF COLLEGE SERVICES

RESPONSES BY ENROLLED STUDENTS



Follow-up of 1982 Entrants - Howard Community College October 1985

CHART 13

ENROLLED STUDENTS' RATING OF FACULTY

Enrolled students gave higher ratings to the quality of instruction by full-time faculty than to that by part-time faculty.

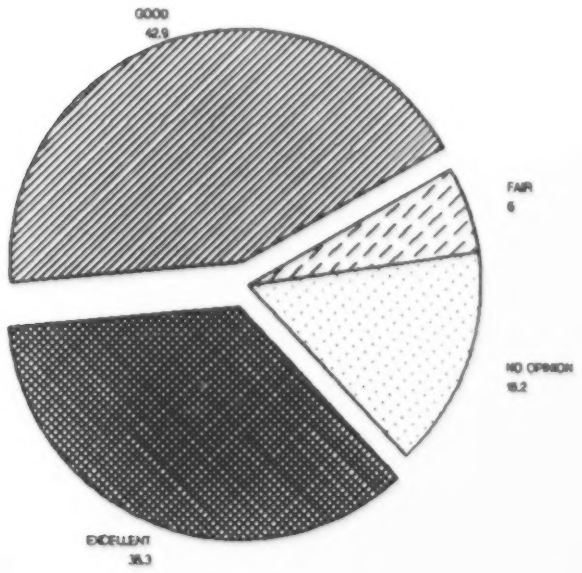
144 (78%) rated full-time faculty good or excellent
120 (66%) rated part-time faculty good or excellent

In contrast -

7 (7%) rated full-time faculty poor or fair
53 (29%) rated part-time faculty poor or fair

ENROLLED STUDENTS' RATING OF FACULTY

ENROLLED STUDENTS' RATING OF FT FACULTY



Only 1 respondent (.5%) gave a "poor" rating.

ENROLLED STUDENTS' RATING OF PT FACULTY

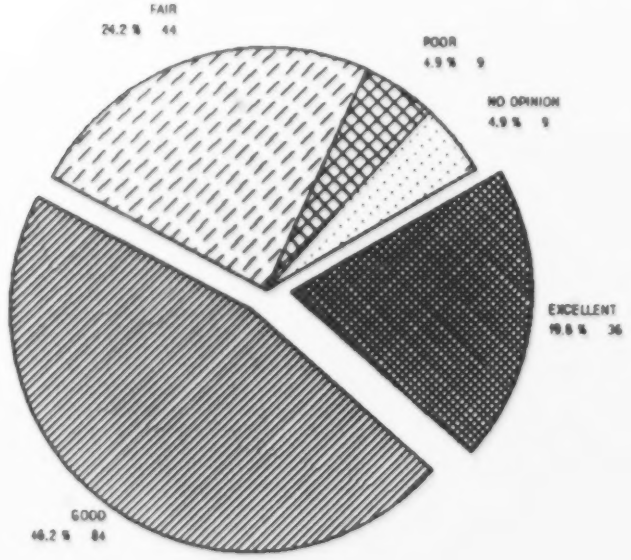


CHART 14

REASONS FOR NOT ATTENDING

For respondents not enrolled at the time of the survey, the five reasons given most frequently for not attending were:

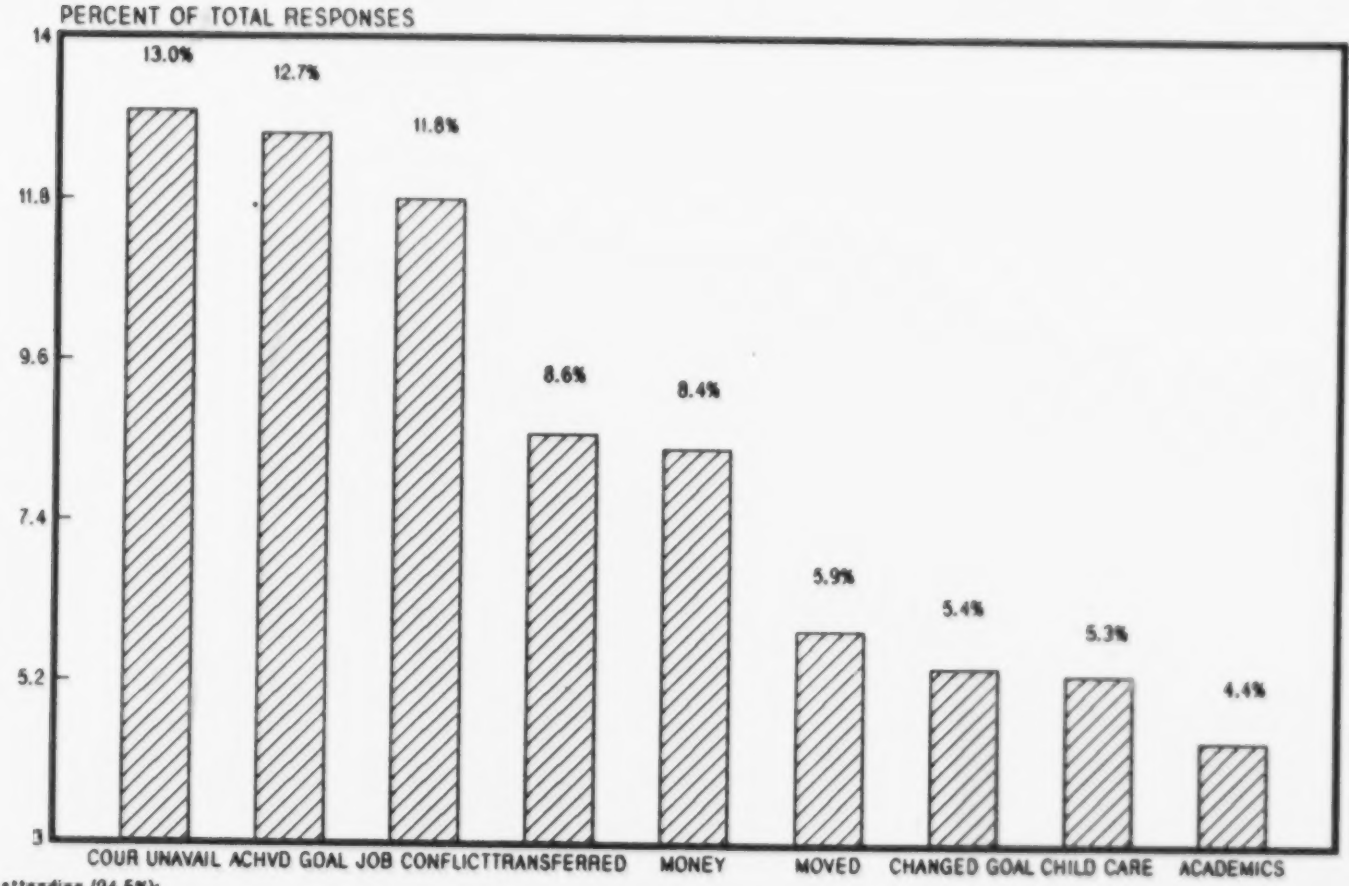
		NUMBER OF TIMES THIS RESPONSE WAS GIVEN
1)	COURSES WEREN'T AVAILABLE	79
2)	ACHIEVED EDUCATIONAL GOAL	77
3)	CONFLICT BETWEEN JOB AND STUDIES	72
4)	TRANSFERRED	52
5)	INSUFFICIENT MONEY	51

Non-enrolled respondents gave the same five reasons as the MOST important for not attending, with the order of the first two reversed.

1)	ACHIEVED EDUCATIONAL GOAL	41
2)	COURSES WEREN'T AVAILABLE	29
3)	CONFLICT BETWEEN JOB AND STUDIES	28
4)	TRANSFERRED	25
5)	INSUFFICIENT MONEY	21

REASONS FOR NOT ATTENDING

STUDENTS NOT ENROLLED 1 1/2 YEARS LATER



Other reasons for not attending (24.5%):
unhappy with social life; no challenge; too hard; inconvenient location; etc.

Follow-up of 1982 Entrants - Howard Community College October 1985

CHART 15

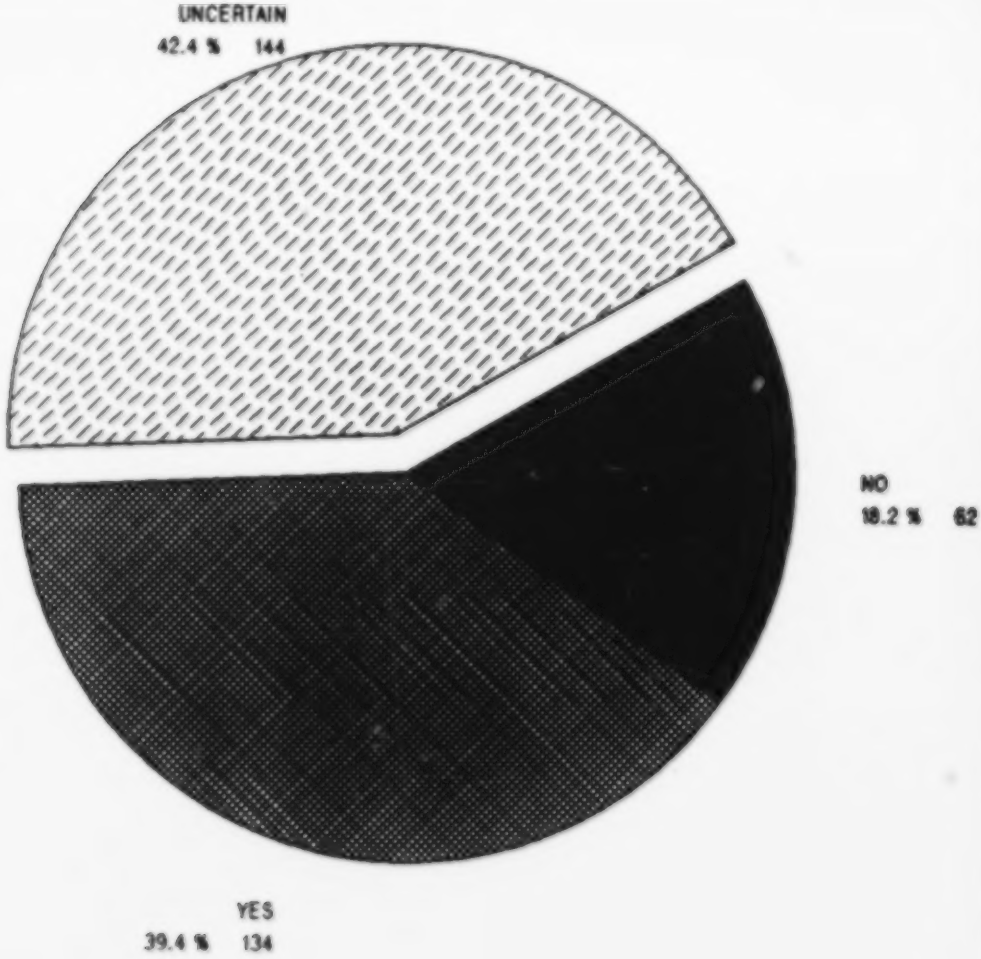
PLANNING TO TAKE FUTURE COURSES AT HCC

Respondents who were not enrolled at the time of the survey did not necessarily consider this a permanent status.

134 out of 340 (39%) said they planned to take a course at HCC in the future, and another 144 (42%) were uncertain

PLANNING TO TAKE FUTURE COURSES AT HCC

STUDENTS NOT ENROLLED



Follow-up of 1982 Entrants - Howard Community College

October 1985

PART VII

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PART VIII

SURVEY FORMS

Maryland Public Community Colleges
STUDENT QUESTIONNAIRE

(Currently Enrolled Students)

The purpose of this questionnaire is to help your community college and the State Board for Community Colleges improve your program. Please complete it promptly and return it in the envelope provided. This form should require less than ten minutes to complete. All answers will be strictly confidential. Thank you for your assistance.

(Please make corrections if necessary)

_____
(Name)

_____
(Address)

_____

PART I.

A. What is your current status? (Check all that apply)

46 [ ] 1. Employed full-time (35 or more hours per week)
47 [ ] 2. Employed part-time
48 [ ] 3. Full-time student (12 or more credit hours)
49 [ ] 4. Part-time student
50 [ ] 5. Active military service
51 [ ] 6. Full-time homemaker
52 [ ] 7. Unemployed and seeking a job
53 [ ] 8. Unemployed and not seeking a job
54 [ ] 9. Employed and seeking a new job

B. What was your educational goal when you first started at this community college? (check one)

[ ] 1. Complete selected courses, did not intend to graduate from the community college
[ ] 2. Earn a certificate
55 [ ] 3. Earn an associate in arts degree
[ ] 4. Other, please explain _____

C. What was your primary reason for attending this community college? (check one)

[ ] 1. Explore a new academic area
[ ] 2. Prepare for entry into first career
[ ] 3. Prepare for entry into a different career
56 [ ] 4. Update skills for current job
[ ] 5. Prepare for transfer to a four-year institution
[ ] 6. Self-enrichment
[ ] 7. Explore a new occupational area
[ ] 8. Other, please explain _____

D. Indicate why you enrolled at this particular community college? (check all that apply)

57 [ ] 1. Offers desired academic program(s)/courses
58 [ ] 2. Offers desired athletic program(s)
59 [ ] 3. Reputation of college
60 [ ] 4. Recommended by a friend
61 [ ] 5. Recommended by high school teacher/counselor
62 [ ] 6. Took a noncredit course; then wanted to take a credit course
63 [ ] 7. Low tuition
64 [ ] 8. Convenient location
65 [ ] 9. Other, specify _____

E. What was the highest level of education you had completed when you entered this community college?

66
- [ ] 1. Less than high school diploma
- [ ] 2. High school diploma/GED
- [ ] 3. College certificate
- [ ] 4. Associate degree
- [ ] 5. Bachelor's degree
- [ ] 6. Master's degree
- [ ] 7. Professional degree
- [ ] 8. Doctoral degree
- [ ] 9. Other, specify _____

F. Which of the following semesters did you enroll in credit courses at this community college? (check all that apply)

67 [ ] 1. Fall 1982
68 [ ] 2. Spring 1983
69 [ ] 3. Summer 1983
70 [ ] 4. Fall 1983
71 [ ] 5. Other Specify: _____

IF YOU ARE EMPLOYED, COMPLETE PART 2; OTHERWISE GO TO PART 3

PART 2.

G. What is the title of your current position? (Job Title)?

_____

Company's or Organization's name

_____

H. When did you get your current job?

72
- [ ] 1. Before attending this community college
- [ ] 2. While attending this community college

I. What is the relationship between the courses you have taken at this community college and your current job? (check one)

73
- [ ] 1. Courses directly related to job
- [ ] 2. Courses somewhat related to job
- [ ] 3. Courses not at all related to job

J. What is the geographic location in which you are presently employed?

74
- [ ] 1. Same county/city as community college
- [ ] 2. Other county in Maryland, specify county _____
- [ ] 3. Baltimore City
- [ ] 4. Washington, DC
- [ ] 5. Delaware
- [ ] 6. Pennsylvania
- [ ] 7. Virginia
- [ ] 8. West Virginia
- [ ] 9. Other state, specify _____

K. On the average, how many hours per week are you employed during this last semester?

75
- [ ] 1. 1-10 hours
- [ ] 2. 11-20 hours
- [ ] 3. 21-30 hours
- [ ] 4. 31-40 hours
- [ ] 5. 35 or more

1-10

PART 3.

L. Have you taken courses at another college or university since Fall 1982?

11
- [ ] 1. Yes - Answer the questions in Part 3 even if you are no longer a student at that college.
- [ ] 2. No - go to Part 4

M. Please indicate the name or type of institution.

- [ ] 1. Another community college
- [ ] 2. University of Maryland, College Park
- [ ] 3. University of Maryland, University College
- [ ] 4. University of Maryland, Baltimore County
- [ ] 5. Towson State
- [ ] 6. Frostburg State
- [ ] 7. Bowie State
- [ ] 8. Coppin State

12-13
- [ ] 9. Morgan State
- [ ] 10. University of Baltimore
- [ ] 11. Salisbury State
- [ ] 12. St. Mary's College
- [ ] 13. Private four-year college or university in Maryland
- [ ] 14. Technical or commercial school in Maryland
- [ ] 15. Out-of-state four-year public institution
- [ ] 16. Out-of-state four-year private institution
- [ ] 17. Other out-of-state institution
- [ ] 18. Other, please specify the institution_____

PART 4.

N. How would you rate the following college services at this community college?

		Excellent	Good	Fair	Poor	No Opinion
14	Quality of instruction by part-time faculty	[ ]	[ ]	[ ]	[ ]	[ ]
15	Quality of instruction by full-time faculty	[ ]	[ ]	[ ]	[ ]	[ ]
16	Course availability	[ ]	[ ]	[ ]	[ ]	[ ]
17	Helpfulness of administrators/staff	[ ]	[ ]	[ ]	[ ]	[ ]
18	Assessment/placement testing	[ ]	[ ]	[ ]	[ ]	[ ]
19	Job placement assistance	[ ]	[ ]	[ ]	[ ]	[ ]
20	Reading, writing, language skills improvement programs	[ ]	[ ]	[ ]	[ ]	[ ]
21	Math skills improvement programs	[ ]	[ ]	[ ]	[ ]	[ ]

O. If you rated any service as poor, please explain

_____

_____

_____

Q. How satisfied were you with the quality of classroom instruction in your program of study?

22
- [ ] 1. Extremely satisfied
- [ ] 2. Satisfied
- [ ] 3. Unsatisfied

Q. How satisfied were you with the overall quality of this community college?

23 [ ] 1. Extremely satisfied
[ ] 2. Satisfied
[ ] 3. Unsatisfied

R. How would you, in general, assess the difficulty of your course work at this community college?

24 [ ] 1. Harder than I expected
[ ] 2. About what I expected
[ ] 3. Easier than I expected

S. What did you like best about this community college?

_____

_____

T. What is the most important thing that needs to be improved at this community college and how could this be improved.

_____

_____

_____

_____

_____

Thank you for your help.

P.S. We are currently working to improve the transfer of credits from community colleges to four year engineering colleges. If you have transferred or plan to transfer to a four year engineering program can we call you to discuss your experience in applying for admission and transferring credit from the community college to the engineering program? Phone Number ( )_____.

Maryland Public Community Colleges
STUDENT QUESTIONNAIRE

(Not Currently Enrolled Students)

The purpose of this questionnaire is to help your community college and the State Board for Community Colleges improve your program. Please complete it promptly and return it in the envelope provided. This form should require less than ten minutes to complete. All answers will be strictly confidential. Thank you for your assistance.

(Please make corrections if necessary)

_____
(Name)

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(Address)

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54 [ ] 9. Employed and seeking a new job

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[ ] 1. Complete selected courses, did not intend to graduate from the community college
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55 [ ] 3. Earn an associate in arts degree
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C. What was your primary **reason** for attending this community college? (check one)

[ ] 1. Explore a new academic area
[ ] 2. Prepare for entry into first career
[ ] 3. Prepare for entry into a different career
56 [ ] 4. Update skills for current job
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D. Indicate why you enrolled at this particular community college? (check all that apply)

57 [ ] 1. Offers desired academic program(s)/courses
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59 [ ] 3. Reputation of college
60 [ ] 4. Recommended by a friend
61 [ ] 5. Recommended by high school teacher/counselor
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63 [ ] 7. Low tuition
64 [ ] 8. Convenient location
65 [ ] 9. Other, specify _____

E. What was the highest level of education you had completed when you entered this community college?

66
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[ ] 6. Master's degree
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[ ] 8. Doctoral degree
[ ] 9. Other, specify _____

F. Which of the following semesters did you enroll in credit courses at this community college? (check **all** that apply)

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68 [ ] 2. Spring 1983
69 [ ] 3. Summer 1983
70 [ ] 4. Fall 1983
71 [ ] 5. Other Specify: _____

IF YOU ARE EMPLOYED, COMPLETE PART 2; OTHERWISE GO TO PART 3

PART 2.

G. What is the title of your current position? (Job Title)

_____

Company's or Organization's name

_____

H. When did you get your current job?

72
[ ] 1. Before attending this community college
[ ] 2. While attending this community college
[ ] 3. After leaving this community college

I. What is the relationship between the courses you have taken at this community college and your current job? (check one)

73
[ ] 1. Courses directly related to job
[ ] 2. Courses somewhat related to job
[ ] 3. Courses not at all related to job

J. What is the geographic location in which you are presently employed?

74
[ ] 1. Same county/city as community college
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[ ] 5. Delaware
[ ] 6. Pennsylvania
[ ] 7. Virginia
[ ] 8. West Virginia
[ ] 9. Other state, specify _____

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75
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[ ] 2. 11-20 hours
[ ] 3. 21-30 hours
[ ] 4. 31-40 hours
[ ] 5. 35 or more

1-10

PART 3.

L. Have you taken courses at another college or university since Fall 1982?

11 [ ] 1. Yes - Answer the questions in Part 3 even if you are no longer a student at that college.

[ ] 2. No - go to Part 4

M. Please indicate the name or type of institution.

[ ] 1. Another community college
[ ] 2. University of Maryland, College Park
[ ] 3. University of Maryland, University College
[ ] 4. University of Maryland, Baltimore County
[ ] 5. Towson State
[ ] 6. Frostburg State
[ ] 7. Bowie State
[ ] 8. Coppin State

12-13 [ ] 9. Morgan State

[ ] 10. University of Baltimore
[ ] 11. Salisbury State
[ ] 12. St. Mary's College
[ ] 13. Private four-year college or university in Maryland
[ ] 14. Technical or commercial school in Maryland
[ ] 15. Out-of-state four-year public institution
[ ] 16. Out-of-state four-year private institution
[ ] 17. Other out-of-state institution
[ ] 18. Other, please specify the institution _____

PART 4.

Please explain in your own words why you are not currently enrolled at this community college.

_____

_____

N. Possible reasons why a student might not return to this community college are stated below. Check all that apply to you.

14 [ ] 1. I completed the courses I needed to take — achieved educational goal
15 [ ] 2. Changed educational goal
16 [ ] 3. Difficulties with child care
17 [ ] 4. Transferred
18 [ ] 5. Decided to take noncredit courses
19 [ ] 6. Moved from the area
20 [ ] 7. Dissatisfied with social life at the college
21 [ ] 8. Dissatisfied with academic program
22 [ ] 9. Courses were not challenging enough
23 [ ] 10. Courses were too hard
24 [ ] 11. Desired courses not available
25 [ ] 12. Courses offered at inconvenient locations
26 [ ] 13. Insufficient money to attend college
27 [ ] 14. Received insufficient financial aid funds
28 [ ] 15. Employer will not fund additional courses
29 [ ] 16. Conflict between job and studies
30 [ ] 17. Other _____

O. For you, which of the above items was the most important reason for not returning to the college? _____

31-32

P. Do you plan to take more courses at this community college in the future?

33 [ ] 1. Yes
[ ] 2. No
[ ] 3. Uncertain

Q. How satisfied were you with the quality of classroom instruction in your program of study?

34 [ ] 1. Extremely satisfied
[ ] 2. Satisfied
[ ] 3. Unsatisfied

R. How satisfied were you with the overall quality of this community college?

35 [ ] 1. Extremely satisfied
[ ] 2. Satisfied
[ ] 3. Unsatisfied

S. How would you, in general, assess the difficulty of your course work at this community college?

36 [ ] 1. Harder than I expected
[ ] 2. About what I expected
[ ] 3. Easier than I expected

T. What did you like best about this community college?

_____

_____

U. What is the most important thing that needs to be improved at this community college and how could this be improved.

_____

_____

_____

_____

_____

Thank you for your help.

P.S. We are currently working to improve the transfer of credits from community colleges to four year engineering colleges. If you have transferred or plan to transfer to a four year engineering program can we call you to discuss your experience in applying for admission and transferring credit from the community college to the engineering program? Phone Number ( )_____.

ERIC CLEARINGHOUSE
FOR JUNIOR COLLEGES

DEC 13 1985

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DEPT. OF EDUCATION

NAT'L INSTITUTE OF EDUCATION

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DATE FILMED

MARCH

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